

Health Professionals Council
Department of Education and Policy

Visitors report

Name of education provider	Anglia Polytechnic University
Name and titles of programme(s)	Supplementary Prescribing for Allied Health Professionals
Date of event	27.07.05
Proposed date of approval to commence	TBC
Name of HPC visitors attending (including member type and professional area)	Derek Adrian-Harris - Radiographer Jean Mooney - Chiropodists / Podiatrist
HPC Executive officer(s) (in attendance)	Karen Scott
Joint panel members in attendance (name and delegation):	Libby Martin Denis Wheller Hazel Taylor Sue Topper

Scope of visit (please tick)

New programme	<input checked="" type="checkbox"/>
Major change to existing programme	<input type="checkbox"/>
Visit initiated through Annual Monitoring	<input type="checkbox"/>

Part 1.

1.1 Confirmation of meetings held

	yes	no	n/a
Senior personnel of provider with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme planning team	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Placements providers and educators	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Students (current or previous as appropriate)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

1.2 Confirmation of facilities inspected

	yes	No
Library learning centre	<input type="checkbox"/>	<input checked="" type="checkbox"/>
IT facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Specialist teaching accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>

1.3 Confirmation that particular requirements/specific instructions (if any) of the Education and Training Committee that have been explored e.g. specific aspects arising from annual monitoring reports.

This is a new programme that has not been previously approved by HPC

Requirement (please insert detail)	yes	No	n/a
1.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Proposed student cohort intake number please state	10 AHPs (in addition to the existing cohort of 40)
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The following summarises the key outcomes of the approvals event and provides reasons for the decision.

CONDITIONS

SET 3. Programme management and resource standards

3.6 A programme for staff development must be in place to ensure continuing professional and research development.

Condition 1: The education provider must demonstrate how its programme of staff development ensures continuity of professional and research development.

Reason: This was not clear from the documentation provided

3.7 The resources to support student learning in all settings must be used effectively

3.8 The facilities needed to ensure the welfare and well being of students must be both adequate and accessible

3.10 A system of academic and pastoral student support must be in place

Condition 2: Evidence of the student experience of the programme must be provided. To evidence this, minutes from student liaison meetings, student feedback forms and other relevant materials may be used.

Reason: As the panel was unable to meet with any students at the visit, it was thought that the HPC would need to attend a further visit to clarify issues and concerns surrounding the student experience. However, the HPC has determined since the visit that if sufficient evidence of the student experience (both good and bad with evidence of measures taken to address the bad), can be provided, a further visit may not be required.

3.11 Throughout the course of the programme, the education provider must have identified where attendance is mandatory and must have associated monitoring mechanisms in place.

Condition 3: APU must indicate, within its documentation, which elements of the taught and practice-based learning programmes are mandatory. APU must indicate its methods of monitoring student attendance throughout all elements of the programme. To do this, it must:

- describe how the University '80% attendance rule' is applied to the Supplementary Prescribing programme,
- delineate which elements of the taught programme can comprise the 20% non-attendance within the '80% rule', and
- identify the systems that allow the student to compensate for elements within the course that are lost as a result of the application of '80% attendance rule'.

Reason: This information was not clearly articulated in the documentation

SET 5. Practice placements standards

5.2 There must be an adequate number of appropriately qualified and experienced staff at the placement.

Condition 4: The education provider must describe how it will ensure that the additional Medical Supervisors needed to deliver the proposed AHP programme are identified, prepared, trained and supported to undertake their role as placement supervisor.
(This condition is repeated for SETs 5.7.5, 5.8, 5.9, 5.10, and 5.11 below)

Reason: At the time of the visit, it was clear that much of the responsibility for ensuring the health of the placement programme, in terms of monitoring and assessing staff, was left to the NHS trusts.

5.6 The education provider must maintain a thorough and effective system for approving and monitoring all placements.

Condition 5: The education provider must demonstrate how it maintains a thorough and effective system for the approval and monitoring of placements.

Reason: At the time of the visit, it was clear that much of the responsibility for ensuring the health of the placement programme, in terms of monitoring and assessing staff (and students), was left to the NHS trusts.

5.7 Students and practice placement educators must be fully prepared for placement which will include information about and understanding of the following:

5.7.4 the assessment procedures including the implications of, and any action to be taken in the case of failure; and

Condition 6: APU must clearly articulate its method of identification of students who are at risk of failure and its required actions taken, and protocols used in those cases where students do not achieve a pass grade in any element of the placement assessment process.

Reason: There was no process identified in the course documentation to demonstrate how identification and monitoring of potential failure of placements would be undertaken

5.7.5 communication and lines of responsibility.

5.8 Unless other arrangements are agreed, practice placement educators:

5.8.3 must undertake appropriate practice placement educator training

5.9 There must be collaboration between the education provider and practice placement providers.

5.10 The education provider must ensure necessary information is supplied to practice placement providers.

5.11 Practice placement providers must ensure necessary information is available at the appropriate time for both the education provider and students.

Condition 4 (repeated): APU must describe how it will ensure that the additional Medical Supervisors needed to deliver the proposed AHP programme are identified, prepared, trained and supported to undertake their role as placement supervisor.

Reason: At the time of the visit, it was clear that much of the responsibility for ensuring the health of the placement programme, in terms of monitoring and assessing staff, was left to the NHS trusts.

5.13 The placement providers must have an equal opportunities and anti-discriminatory policy in relation to candidates and students, together with an indication of how this will be implemented and monitored

Condition 7: APU must provide evidence of how existing Trust and WDC anti-discrimination policies are implemented, how they are monitored by the APU and how it ensures that all placements have such policies.

Reason: This information was not clearly articulated in the documentation provided by the education provider.

SET 6. *Assessment standards*

6.1 The assessment design and procedures must assure that the student can demonstrate fitness to practise.

Condition 8: APU must ensure that there is a process of frequent and ongoing clinical assessment to ensure that a student at risk of dangerous practice is identified at the earliest stage, and that remedial action is agreed, taken and tested against the learning outcomes of the programme, in order to ensure patient safety

Reason: This process was not identified in the documentation, nor was it clearly articulated by the programme team

6.2 Assessment methods must be employed that measure the learning outcomes and skills that are required to practise safely and effectively.

Condition 9: APU must ensure that the student clinical Portfolio links to the Learning Outcomes of the programme. The Learning Log must include descriptors of the Learning Outcomes of the programme, so that the assessed Log demonstrates fitness to practice. The Learning Log and clinical portfolio should both show where the student has / has not demonstrated competence within the individual Learning Objectives

Reason: This was not evidenced by the documentation

6.4 The measurement of student performance and progression must be an integral part of the wider process of monitoring and evaluation, and use objective criteria.

Condition 10: APU must ensure that there is a system of frequent, recorded, and ongoing continuous clinical assessment in order to highlight those areas of knowledge and skill within the student's clinical practice that are to the expected standard and/or less than the expected standard for a particular stage of the learning programme.

Reason: There was no criteria supplied for the portfolio component of the assessment

6.7 Assessment regulations clearly specify requirements:

6.7.4 for a procedure for the right of appeal for students; and

Condition 11: The APU assessment regulations should include detail of the student's right to appeal the assessor's decision

Reason: No appeal mechanism was identified in the course documentation

6.7.5 for at least one external examiner to be appointed

Condition 12: The criteria for the appointment of the external examiner must be outlined in the course documentation

Reason: While an external examiner is appointed to the course, the documentation does not outline the recruitment process for the appointment of the examiner, nor does it demonstrate the selection criteria applied to ensure the appropriateness of the examiner.

Recommendations

SET 2 *Programme admissions*

The admission procedures must:

2.1 give both the applicant and the education provider the information they require to make an informed choice about whether to make, or take up the offer of a place on a programme

Recommendation: APU must include details of the delivery of the proposed Supplementary Prescribing programme for Allied Health Professionals. This information must include a timetable and flowchart of the proposed course to indicate the schedule of how the curriculum is taught, and how the learning objectives are achieved.

Reason: To provide prospective students, employers, placement providers and medical supervisors with the information they require to make an informed choice in their decision to link into the proposed programme.

SET 4. Curriculum Standards

4.1 The learning outcomes must ensure that those who successfully complete the programme meet the standards of proficiency for their part of the Register.

Recommendation: APU should undertake a mapping exercise to demonstrate that the course product will be both fit for purpose and fit for practice. The mapping should be against the following:

- HPC SETs
- the learning objectives of the proposed APU AHP-SP programme
- the programme's general learning objectives for a Level 3 programme

Reason: In order to ensure that the drivers of the APU AHP-SP programme are fully integrated within the proposed programme and to assist the programme team in meeting all the requirements of future validation processes.

4.3 Integration of theory and practice must be central to the curriculum to enable safe and effective practice.

Recommendation: The Learning Outcomes of the proposed programme in Supplementary Prescribing should be re-worded to reflect the expectations of a Level 3 programme

Reason: While the stated learning objectives clearly reflect the requirements of the NHS, they do not appear to reflect the educational requirements of a level 3 programme.

Commendations:

The HPC visitors would like to commend the programme team for their enthusiasm and commitment to the implementation of the programme for AHPs, and for their collaborative approach with the WDC to meet the changing needs of practice.

Deadline for *Conditions* to be met: TBC

To be submitted to Approvals Committee on: TBC

The Approvals Committee recommend to the Education and Training Committee of the HPC that they approve this programme (subject to any conditions being met).

Date: 01 December 2005